



July 2009

**DEPARTMENT OF EDUCATION**  
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 4

Test Date: March 2009  
Code: 10291205  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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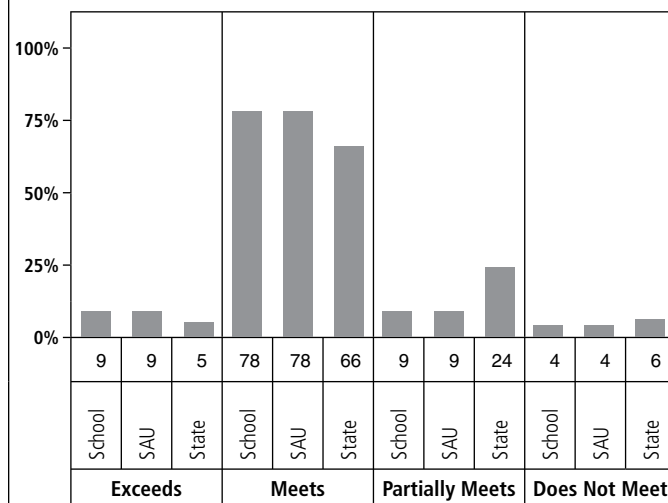
# SUMMARY OF SCORES

Test Date: March 2009  
Grade: 4  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

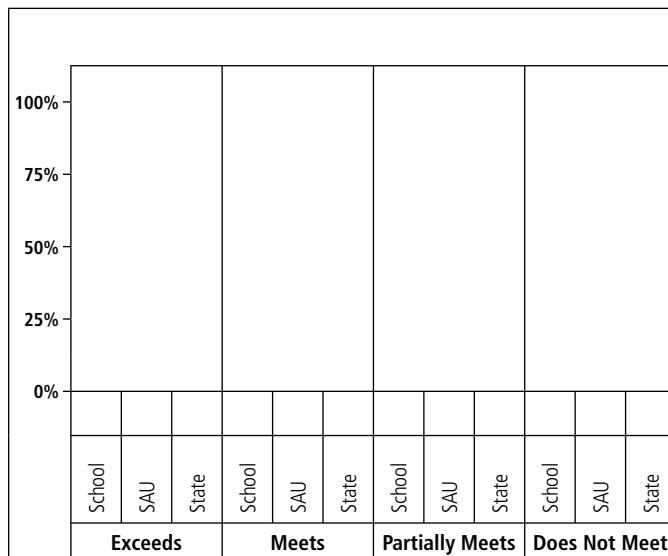
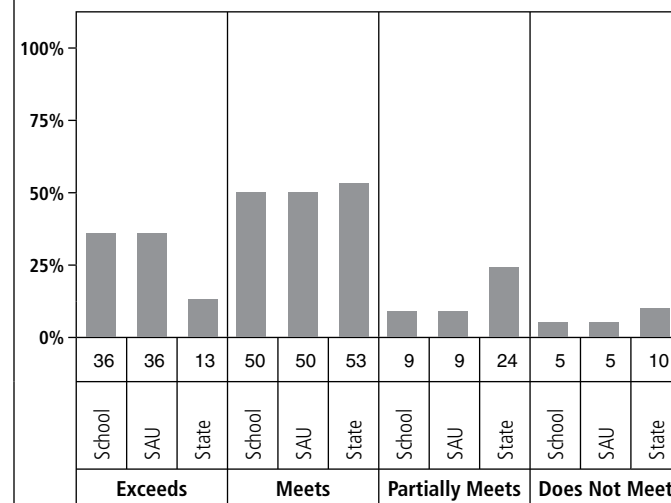
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b>			
2006–2007	449	449	445
2007–2008	451	451	445
<b>2008–2009</b>	<b>450</b>	<b>450</b>	<b>446</b>
Cum. Avg.*	450	450	445
<b>Mathematics</b>			
2006–2007	451	451	445
2007–2008	454	454	445
<b>2008–2009</b>	<b>456</b>	<b>456</b>	<b>446</b>
Cum. Avg.*	454	454	445

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009  
Grade: 4  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																	
	School		SAU		State		ELA-Reading						Mathematics						School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Total number of students</b>	140	100	140	100	13805	100	140	100	140	100	13737	100	140	100	140	100	13746	100						
<b>Ethnicity</b> African American/Black	1	1	1	1	419	3	1	100	1	100	410	98	1	100	1	100	416	99						
American Indian or Native Alaskan	0	0	0	0	125	1	0	0	0	0	124	99	0	0	0	0	124	99						
Asian or Pacific Islander	5	4	5	4	229	2	5	100	5	100	223	97	5	100	5	100	227	99						
Hispanic	1	1	1	1	149	1	1	100	1	100	148	99	1	100	1	100	148	99						
Caucasian/White	133	95	133	95	12883	93	133	100	133	100	12832	100	133	100	133	100	12831	100						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Identified disability</b>	17	12	17	12	2383	17	17	100	17	100	2366	100	17	100	17	100	2364	99						
<b>Current LEP</b>	1	1	1	1	377	3	1	100	1	100	362	96	1	100	1	100	373	99						
<b>Economically disadvantaged</b>	7	5	7	5	5819	42	7	100	7	100	5782	99	7	100	7	100	5788	100						
<b>Migrant</b>	0	0	0	0	6	0	0	0	0	0	6	100	0	0	0	0	6	100						

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n %		n %		n %		n %		n %		n %		n %		n %		n %	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	127	91	127	91	10439	76	124	89	124	89	10471	76						
Identified disability (PET/IEP)	5	4	5	4	351	3	2	2	2	2	367	4						
LEP	1	1	1	1	171	2	1	1	1	1	172	2						
504 plan	1	1	1	1	92	1	1	1	1	1	90	1						
<b>Participation with accommodations</b>	12	9	12	9	3142	23	15	11	15	11	3138	23						
Identified disability (PET/IEP)	11	92	11	92	1860	59	14	93	14	93	1860	59						
LEP	0	0	0	0	186	6	0	0	0	0	198	6						
504 plan	0	0	0	0	71	2	0	0	0	0	73	2						
Other	1	8	1	8	1060	34	1	7	1	7	1043	33						
<b>Participation through alternate assessment (PAAP)</b>	1	1	1	1	155	1	1	1	1	1	137	1						
Identified disability (PET/IEP)	1	100	1	100	155	100	1	100	1	100	137	100						
LEP	0	0	0	0	4	3	0	0	0	0	3	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	1	0												
<b>Approved non-participation – special consideration</b>	0	0	0	0	11	0	0	0	0	0	11	0						
<b>Non-participation – other</b>	0	0	0	0	57	0	0	0	0	0	48	0						

<sup>1</sup>Percents are the percentage of students enrolled in each participation category.

<sup>2</sup>Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

<sup>3</sup>Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 462–480)	2006-2007	5	4	5	4	507	4
	2007-2008	15	10	15	10	559	4
	<b>2008-2009</b>	<b>13</b>	<b>9</b>	<b>13</b>	<b>9</b>	<b>672</b>	<b>5</b>
	Cum. Total*	33	8	33	8	1738	4
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 442–460)	2006-2007	110	81	110	81	8749	63
	2007-2008	116	76	116	76	8308	59
	<b>2008-2009</b>	<b>108</b>	<b>78</b>	<b>108</b>	<b>78</b>	<b>8917</b>	<b>66</b>
	Cum. Total*	334	78	334	78	25974	63
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 432–440)	2006-2007	18	13	18	13	3467	25
	2007-2008	18	12	18	12	3922	28
	<b>2008-2009</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>3241</b>	<b>24</b>
	Cum. Total*	48	11	48	11	10630	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 400–430)	2006-2007	2	1	2	1	1165	8
	2007-2008	4	3	4	3	1264	9
	<b>2008-2009</b>	<b>6</b>	<b>4</b>	<b>6</b>	<b>4</b>	<b>751</b>	<b>6</b>
	Cum. Total*	12	3	12	3	3180	8

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	34.4	71.7	34.4	71.7	31.6	65.8
A1/A2 Interconnected Elements/Literary Text	24	50	17.3	72.1	17.3	72.1	16.1	67.1
A1/A3 Interconnected Elements/Informational Text	24	50	17.2	71.7	17.2	71.7	15.5	64.6

The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at:  
<http://www.maine.gov/education/lres/pei/index.html>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Cape Elizabeth School Dept  
 School: Pond Cove Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	139	13	9	108	78	12	9	6	4	450	139	9	78	9	4	450	13581	5	66	24	6	446
<b>Ethnicity</b>																						
African American/Black	1										1						408	2	51	31	16	441
American Indian or Native Alaskan	0										0						122	1	59	34	6	444
Asian or Pacific Islander	5	0	0	4	80	1	20	0	0	448	5	0	80	20	0	448	221	9	62	22	7	447
Hispanic	1										1						146	1	64	28	6	445
Caucasian/White	132	13	10	102	77	11	8	6	5	450	132	10	77	8	5	450	12684	5	66	24	5	446
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	0	0	6	38	5	31	5	31	438	16	0	38	31	31	438	2211	1	39	42	18	439
No	123	13	11	102	83	7	6	1	1	452	123	11	83	6	1	452	11370	6	71	20	3	448
<b>Current LEP</b>																						
Yes	1										1						357	3	42	36	19	440
No	138	13	9	107	78	12	9	6	4	450	138	9	78	9	4	450	13224	5	66	24	5	446
<b>Economically disadvantaged</b>																						
Yes	7	1	14	3	43	2	29	1	14	447	7	14	43	29	14	447	5677	2	57	32	9	443
No	132	12	9	105	80	10	8	5	4	450	132	9	80	8	4	450	7904	7	72	18	3	448
<b>Migrant</b>																						
Yes	0										0						6	0	67	33	0	445
No	139	13	9	108	78	12	9	6	4	450	139	9	78	9	4	450	13575	5	66	24	6	446
<b>Gender</b>																						
Female	69	6	9	53	77	7	10	3	4	450	69	9	77	10	4	450	6580	7	68	21	5	448
Male	70	7	10	55	79	5	7	3	4	450	70	10	79	7	4	450	7001	3	64	27	6	445
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2127	1	48	42	9	441
No	139	13	9	108	78	12	9	6	4	450	139	9	78	9	4	450	11454	6	69	20	5	447
<b>Gifted/talented program</b>																						
Yes	0										0						324	27	72	1	0	458
No	139	13	9	108	78	12	9	6	4	450	139	9	78	9	4	450	13257	4	65	24	6	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA-READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Cape Elizabeth School Dept

School: Pond Cove Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	2	45	36	17	441
B. less than one hour	70	9	9	79	82	7	7	1	1	451	70	9	82	7	1	451	75	5	67	23	4	447
C. one to two hours	26	4	11	26	72	3	8	3	8	451	26	11	72	8	8	451	18	5	67	23	5	447
D. more than two hours	4	0	0	2	40	1	20	2	40	437	4	0	40	20	40	437	2	3	45	36	16	442
<b>Which of the following best describes how you rate yourself as a student in reading?</b>																						
A. very good	42	8	14	43	74	6	10	1	2	452	42	14	74	10	2	452	40	8	71	17	4	449
B. good	44	5	8	50	83	2	3	3	5	450	44	8	83	3	5	450	45	3	66	25	5	446
C. fair	12	0	0	13	76	3	18	1	6	446	12	0	76	18	6	446	13	1	54	35	10	442
D. poor	1	0	0	1	50	0	0	1	50	434	1	0	50	0	50	434	2	0	39	42	19	439
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b>																						
A. The questions on the test match what I have learned in reading class.	32	6	14	36	82	2	5	0	0	453	32	14	82	5	0	453	31	8	69	19	4	448
B. They match some of what I have learned.	58	6	8	63	79	7	9	4	5	449	58	8	79	9	5	449	53	4	68	23	4	447
C. They match just a little of what I have learned.	8	1	9	6	55	2	18	2	18	445	8	9	55	18	18	445	11	2	54	35	10	442
D. There is no match.	1	0	0	2	100	0	0	0	0	452	1	0	100	0	0	452	4	1	39	40	20	439
<b>How hard was the reading part of this test?</b>																						
A. harder than my regular schoolwork	15	1	5	19	90	1	5	0	0	450	15	5	90	5	0	450	19	4	54	31	11	443
B. about the same as my regular schoolwork	65	10	11	67	75	6	7	6	7	450	65	11	75	7	7	450	63	6	69	22	4	447
C. easier than my regular schoolwork	20	2	7	21	78	4	15	0	0	449	20	7	78	15	0	449	18	4	68	23	5	446
<b>How hard were the reading passages on this test?</b>																						
A. Most of the passages were harder than what I normally read.	4	0	0	4	67	1	17	1	17	442	4	0	67	17	17	442	13	0	39	43	17	439
B. Most of the passages were about the same as what I normally read.	46	5	8	48	77	6	10	3	5	449	46	8	77	10	5	449	52	4	69	24	4	446
C. Most of the passages were easier than what I normally read.	50	8	12	54	79	4	6	2	3	452	50	12	79	6	3	452	35	9	72	16	3	449
<b>How much time do you spend reading at home each day?</b>																						
A. more than one hour	28	7	18	26	68	4	11	1	3	453	28	18	68	11	3	453	21	8	68	19	5	448
B. 20 minutes to an hour	66	5	5	78	86	5	5	3	3	450	66	5	86	5	3	450	55	5	70	21	4	447
C. less than 20 minutes	5	1	14	3	43	2	29	1	14	446	5	14	43	29	14	446	13	2	57	33	8	443
D. I rarely read at home.	1	0	0	0	0	0	0	1	100	424	1	0	0	0	100	424	11	1	51	37	11	442
<b>How many pages do you read in school and to complete homework assignments?</b>																						
A. five or fewer pages	4	1	17	2	33	1	17	2	33	441	4	17	33	17	33	441	25	3	59	30	8	444
B. six to ten pages	14	2	11	14	74	3	16	0	0	449	14	11	74	16	0	449	24	4	64	26	6	445
C. eleven or more pages	81	10	9	89	82	7	6	3	3	451	81	9	82	6	3	451	51	7	70	20	4	448
<b>Optional school/SAU question</b>																						
A.	33	0	0	0	0	1	100	0	0	432	33	0	0	100	0	432						
B.	67	1	50	0	0	0	0	1	50	448	67	50	0	0	50	448						
C.	0										0											
D.	0										0											

# MATHEMATICS RESULTS

Test Date: March 2009  
Grade: 4  
SAU: Cape Elizabeth School Dept  
School: Pond Cove Elementary

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 462–480)	2006-2007	20	15	20	15	1054	8
	2007-2008	34	22	34	22	1321	9
	<b>2008-2009</b>	<b>50</b>	<b>36</b>	<b>50</b>	<b>36</b>	<b>1712</b>	<b>13</b>
	Cum. Total*	104	24	104	24	4087	10
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 442–460)	2006-2007	91	67	91	67	7394	53
	2007-2008	99	65	99	65	7079	51
	<b>2008-2009</b>	<b>70</b>	<b>50</b>	<b>70</b>	<b>50</b>	<b>7270</b>	<b>53</b>
	Cum. Total*	260	61	260	61	21743	52
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 430–440)	2006-2007	20	15	20	15	3729	27
	2007-2008	15	10	15	10	3955	28
	<b>2008-2009</b>	<b>12</b>	<b>9</b>	<b>12</b>	<b>9</b>	<b>3219</b>	<b>24</b>
	Cum. Total*	47	11	47	11	10903	26
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 400–428)	2006-2007	4	3	4	3	1735	12
	2007-2008	5	3	5	3	1642	12
	<b>2008-2009</b>	<b>7</b>	<b>5</b>	<b>7</b>	<b>5</b>	<b>1408</b>	<b>10</b>
	Cum. Total*	16	4	16	4	4785	12

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Mathematics Total Points</b>	<b>48</b>	<b>100</b>	36.4	75.8	36.4	75.8	30.8	64.2
<b>A. Number</b>	<b>20</b>	<b>42</b>	15.3	76.5	15.3	76.5	12.5	62.5
<b>B. Data</b>	<b>8</b>	<b>17</b>	6.0	75.0	6.0	75.0	5.3	66.3
<b>C. Geometry</b>	<b>10</b>	<b>21</b>	7.4	74.0	7.4	74.0	6.5	65.0
<b>D. Algebra</b>	<b>10</b>	<b>21</b>	7.7	77.0	7.7	77.0	6.5	65.0

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2009  
 Grade: 4  
 SAU: Cape Elizabeth School Dept  
 School: Pond Cove Elementary

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	139	50	36	70	50	12	9	7	5	456	139	36	50	9	5	456	13609	13	53	24	10	446
<b>Ethnicity</b>																						
African American/Black	1										1						415	5	41	30	24	439
American Indian or Native Alaskan	0										0						123	12	46	28	13	445
Asian or Pacific Islander	5	3	60	1	20	1	20	0	0	457	5	60	20	20	0	457	225	22	45	20	12	448
Hispanic	1										1						147	3	58	30	10	443
Caucasian/White	132	47	36	67	51	11	8	7	5	456	132	36	51	8	5	456	12699	13	54	23	10	447
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	16	1	6	3	19	7	44	5	31	438	16	6	19	44	31	438	2227	3	34	33	30	437
No	123	49	40	67	54	5	4	2	2	458	123	40	54	4	2	458	11382	14	57	22	7	448
<b>Current LEP</b>																						
Yes	1										1						370	7	35	31	27	439
No	138	50	36	69	50	12	9	7	5	456	138	36	50	9	5	456	13239	13	54	23	10	447
<b>Economically disadvantaged</b>																						
Yes	7	1	14	2	29	2	29	2	29	442	7	14	29	29	29	442	5704	6	48	30	16	442
No	132	49	37	68	52	10	8	5	4	457	132	37	52	8	4	457	7905	18	57	19	6	450
<b>Migrant</b>																						
Yes	0										0						6	17	33	50	0	448
No	139	50	36	70	50	12	9	7	5	456	139	36	50	9	5	456	13603	13	53	24	10	446
<b>Gender</b>																						
Female	69	20	29	40	58	5	7	4	6	454	69	29	58	7	6	454	6591	12	54	24	11	446
Male	70	30	43	30	43	7	10	3	4	457	70	43	43	10	4	457	7018	13	53	24	10	447
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						2131	3	41	38	18	440
No	139	50	36	70	50	12	9	7	5	456	139	36	50	9	5	456	11478	14	56	21	9	448
<b>Gifted/talented program</b>																						
Yes	0										0						324	64	34	2	0	464
No	139	50	36	70	50	12	9	7	5	456	139	36	50	9	5	456	13285	11	54	24	11	446

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 4

SAU: Cape Elizabeth School Dept

School: Pond Cove Elementary

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
<b>How much homework do you do on school nights?</b>																						
A. none	0										0						4	4	37	30	28	438
B. less than one hour	70	37	39	48	50	7	7	4	4	456	70	39	50	7	4	456	75	13	55	23	9	447
C. one to two hours	26	12	33	20	56	1	3	3	8	456	26	33	56	3	8	456	18	12	54	24	10	446
D. more than two hours	4	1	20	2	40	2	40	0	0	451	4	20	40	40	0	451	2	7	39	29	25	440
<b>Which of the following best describes how you rate yourself as a student in mathematics?</b>																						
A. very good	43	35	59	22	37	2	3	0	0	463	43	59	37	3	0	463	37	22	56	16	7	451
B. good	51	15	21	42	60	7	10	6	9	452	51	21	60	10	9	452	45	9	56	25	9	446
C. fair	4	0	0	5	83	1	17	0	0	447	4	0	83	17	0	447	14	3	46	34	17	440
D. poor	1	0	0	1	50	0	0	1	50	439	1	0	50	0	50	439	3	2	33	35	29	436
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?</b>																						
A. The questions on the test match what I have learned in mathematics class.	38	24	46	24	46	4	8	0	0	459	38	46	46	8	0	459	35	19	56	19	7	450
B. They match some of what I have learned.	57	25	32	41	53	6	8	6	8	454	57	32	53	8	8	454	51	11	56	25	8	446
C. They match just a little of what I have learned.	5	1	14	5	71	0	0	1	14	450	5	14	71	0	14	450	10	5	43	31	21	440
D. There is no match.	0										0						4	3	26	33	37	434
<b>How hard was the mathematics part of this test?</b>																						
A. harder than my regular schoolwork	4	2	33	2	33	0	0	2	33	445	4	33	33	0	33	445	17	5	44	31	20	441
B. about the same as my regular schoolwork	66	35	39	45	50	6	7	4	4	457	66	39	50	7	4	457	62	13	57	23	7	448
C. easier than my regular schoolwork	29	12	30	23	58	4	10	1	3	456	29	30	58	10	3	456	21	18	53	19	10	449
<b>On average, how many minutes a day do you spend working on mathematics in class?</b>																						
A. less than 30 minutes	3	1	25	2	50	0	0	1	25	446	3	25	50	0	25	446	7	6	36	32	27	438
B. 30–45 minutes	7	2	22	3	33	3	33	1	11	444	7	22	33	33	11	444	25	7	52	28	12	444
C. 45–60 minutes	77	42	40	52	50	6	6	5	5	457	77	40	50	6	5	457	38	14	56	22	8	448
D. more than 60 minutes	13	5	28	12	67	1	6	0	0	458	13	28	67	6	0	458	30	18	56	19	7	449
<b>How often do you use calculators in mathematics class?</b>																						
A. almost every day	0										0						3	4	36	31	28	438
B. two or three days a week	9	4	31	5	38	2	15	2	15	450	9	31	38	15	15	450	12	13	51	26	10	446
C. two or three times each month	70	39	41	47	49	6	6	4	4	458	70	41	49	6	4	458	32	15	58	20	7	449
D. never or almost never	20	7	25	18	64	2	7	1	4	453	20	25	64	7	4	453	53	11	53	25	11	446
<b>How often do you use hands-on materials in mathematics class?</b>																						
A. almost every day	15	3	15	13	65	2	10	2	10	450	15	15	65	10	10	450	26	12	50	25	13	445
B. two or three days a week	50	25	37	35	52	6	9	1	1	457	50	37	52	9	1	457	32	14	57	21	7	448
C. two or three times each month	33	21	47	19	42	2	4	3	7	458	33	47	42	4	7	458	26	13	56	22	8	448
D. never or almost never	2	0	0	2	67	0	0	1	33	437	2	0	67	0	33	437	17	9	50	27	13	444
<b>Optional school/SAU question</b>																						
A.	33	0	0	0	0	1	100	0	0	438	33	0	0	100	0	438						
B.	67	1	50	0	0	0	0	1	50	449	67	50	0	0	50	449						
C.	0										0											
D.	0										0											